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The purposes of the study were: (1) to identify the tasks performed by the employees in homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide occupations, (2) to determine the frequencies of task performance by the worker, (3) to determine tasks common and unique to the three occupations, and (4) to develop occupational clusters. Questionnaires were administered to 87 randomly selected employees chosen from 6 different locations in Iowa. The responses were analyzed to determine common tasks. The three occupations were found to be predominantly women, 36 years of age or over, married, and working part-time. A core of 11 items related to household maintenance were found to be common to the three occupations. Homemaker/home health aide performed the greatest number of unique tasks. Six clusters of tasks in relation to their function were formed. Tasks most frequently performed by the homemaker/health aides were those related to food production; those performed most frequently by hotel/motel and nursing home housekeeping aides were household maintenance. It was recommended that common and unique knowledges and competencies be determined in order to suggest training programs. Initial training in the common core was recommended with a specialized training for homemaker/home health aides. Training programs should be available to both high school age and adult students. (FP)

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ANALYSIS OF TASKS IN THREE HOME RELATED OCCUPATIONS

Anna Frances Shipley

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Analysis of Tasks In
Three Home Related Occupations

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Thesis conducted as part of Project No. 19, Identification of Selected Clusters of Occupations Requiring Similar Home Economics Competencies, under grant from Iowa Department of Public Instruction, Division of Vocational Education, PL88-210 Sec. 4(a).

Iowa State University
of Science and Technology
Ames, Iowa
1967

ANALYSIS OF TASKS IN THREE HOME RELATED OCCUPATIONS

by

Anna Frances Shipley

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INTRODUCTION

The need for training for wage earning is indicated by the fact that three million wives, mothers, and widows will enter jobs by 1970, and 26 million new young workers will enter the labor force during the 1960-1970 decade (7, p. xv). Many of these people lack both training and work experience.

> At the present time only one student in ten leaving the educational system without a bachelor's degree has some specific occupational preparation (20, p. 23).

In today's labor force there is little place for the unskilled worker.

Legislation within the last decade has brought the need to train for gainful employment to the forefront. As a result, many subject matter areas including home economics have become involved in programs for training in gainful employment.

Training for wage earning using home economics knowledges and skills is needed in 1) the upper secondary grades, 2) the post high school programs, serving high school graduates and dropouts, in area schools or vocational-technical schools, 3) the junior or community college, 4) vocational adult education programs, and 5) the Manpower Development and Training Program (19, p. 24).

Conafay sees this as a challenge when she states that

> It will be up to educators to keep our work-oriented youth in school, help them become skilled and prepare them to live in a quickly changing world. Our girls are a special challenge because most of them will have to prepare for a dual role: homemaker and careerist (5, p. 227).

Studies done in Iowa show that home economics related jobs will increase.

> Semi-skilled, service and private household jobs will increase substantially in the next decade if past trends continue. . .while a doubling of employment will take place for cleaning women. . . Roughly, the service, semi-skilled and household occupations in this growing group can be expected to add 3,400 jobs annually in the 1960's. . . (11, p. 5).

The same trend is reported for the United States as a whole.

A steady demand for hotel workers is also indicated, and a rapid increase in employment is anticipated because of the increased number of these institutions being demanded by our tourists. "In the motels, most of the additional employees (not counting new owners) will be housekeeping and food-service workers" (8, p. 2).

Because of the increased life span many more services are being required to care for the elderly. With the development of these services many new job openings will be available in nursing homes and agencies providing homemaker services and home care services.

> The American Nursing Home Association estimates that 300,000 skilled nursing home beds (roughly half of all existing beds) have been built in the last 5 years and the growth rate is accelerating (4, p. 16).

Homemaker service presently provides trained homemakers to assist in the home during times of family crises. New uses for homemaker services are being investigated.

> In addition to the expected increase in already tested uses of homemakers, experiments are continually being made in utilizing them in new ways, for example, in mental health, in protective

> services for both children and the aged, in poverty programs to help families improve their standard of living, etc. The use of non-professional personnel in a practical way is a further benefit which may result in an even broader expansion than is now anticipated (12, p. 17).

The passage of the Economic Opportunity Act has created concern for making the poor employable. The Information Retrieval Center on the Disadvantaged stated in the IRCD bulletin of September, 1966 that:

> We need to know what kinds of service roles can be performed by persons with less than professional training and who among the poor can be recruited by these new jobs. We need to explore further the capacity of the poor and the kinds of training they will need to assume service roles at various levels. Further, we need to study the manner and auspices of such training, as well as the preparation of trainers and supervisors (10, p. 4).

Research has been conducted in the home economics related occupations of food service and child care; however, research pertinent to the development of home related occupations was lacking. Although home related occupations have developed in relation to the Manpower Development and Training Act and the Vocational Education Act of 1963, the program content for the training of the employees in these occupations has often been limited, and the amount and type of training quite varied in different locations. Identification of the tasks performed by employees in the home related occupations would assist in the development of home economics related work experience programs in the high schools, in planning home economics related programs in the area schools and community colleges, and for adult education programs. The identification of the tasks performed by the employees in the home related occupations completes one step of job analysis, and makes it possible to suggest competencies which will be needed in these home related occupations. This information can be used in future job analysis studies in the area of home related occupations.

The purposes of this research were: 1) to identify the tasks performed by the employees in the three home related occupations of homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide, 2) to determine the frequencies with which the tasks were performed by the worker, 3) to determine tasks common to the three occupations and those unique to the individual occupations, and 4) to determine the possibility of clustering tasks of similar function.

The terms referred to throughout the study were defined and used as follows:

(1) Homemaker/home health aide or visiting homemaker--a mature person who assists the mother, wife, or head of the household in performing the duties of the home in order to keep family life as normal as possible when the family is overburdened by illness or the stress of a family emergency.

(2) Hotel/motel housekeeping aide--persons who perform the various duties required for cleaning and making up guest rooms and other areas in hotels and motels, usually working under the supervision of the housekeeper, the assistant housekeeper, or the manager. (For purposes of this study this definition was interpreted to include general maids).

(3) Nursing home housekeeping aide--workers who work under professionally trained persons in performing the duties of cleaning rooms, and/or serving meals, and providing personal hygiene care for the residents of a nursing home.

(4) Employer--a person, firm, association, body, or corporation having in his or its employ or service one or more full-time workers regardless of the method of payment of such worker for his services.

(5) Employee--all persons in the employment of an employer disregarding their status.

(6) Task--a duty or work function of an employee; most employees have more than one duty or task to perform.

REVIEW OF LITERATURE

A search of literature reveals that several studies have been made within recent years which have implications for training for gainful employment. The research reviewed has been grouped according to the identified purposes as follows:

(1) Contributions of traditional home economics programs to gainful employment.

(2) Opportunities for gainful employment for those trained in specific areas of home economics.

(3) Clusters of tasks, skills, and knowledges identified for a number of occupations.

Contributions of Traditional Home Economics Programs to Gainful Employment

In 1943 Clara M. Brown and Ruth V. Arnesen (3) surveyed business firms in Minneapolis and St. Paul, Minnesota to determine jobs in which one or two years of college training in home economics was considered to be beneficial. The purpose of the study could be explained by the following statement:

> There has been a general tendency to ignore the potential wage-earning value of home economics at the secondary level, and to minimize the value of college training in that field unless a person had at least the four-year course (3, p. 1).

Brown and Arnesen believed that this feeling had consequently resulted in decreased enrollments in home economics, while enrollments increased in commercial courses. Also it was felt that many students were enrolled in commercial courses who would not be able to compete successfully in these jobs. The same students might have been successful in work such as food service and child care.

Data was collected by interview from approximately 100 Twin City firms. Personnel managers interviewed were asked to estimate opportunities for women who had some home economics training (3, p. 5).

Data was collected from the following types of firms: department stores, retail mail-order houses, retail food stores, hotels and clubs, hospitals, cafeterias, tea rooms, restaurants, caterers, food manufacturers, food distributors, bakeries, creameries, clothing manufacturers, laundries, advertising agencies, radio stations, newspapers, airlines, railroads, and child care organizations (3, p. 6).

Approximately half of the firms studied offered opportunities for women with limited training in home economics. Opportunities were greater in food service and selling.

The authors believed that modification of the home economics program in the secondary school to help students see the relationship of home economics classes and acceptability as job applicants without having to make a choice between preparation for homemaking and preparation for gainful employment would be advantageous (3, p. 30).

In a more recent study Roberts (15) conducted an investigation to determine the kinds of gainful employment pursued by former secondary homemaking students from Arkansas, and to determine what knowledge and skills these students had acquired in homemaking classes which were useful to them in employment.

Questionnaires to former homemaking students, letters to employers of these students, information from school records, job descriptions and analyses, and opinions of qualified consultants were used to collect data from 1,640 women who had been in vocational homemaking courses ten years previous to 1965 (15, p. 8).

Results of Robert's study showed that 240 or 52 percent of the former students who began working before high school graduation worked at occupations which required some knowledge and skill in home economics. The study also showed that the 29 percent of the former students who were employed at the time the study was conducted were in occupations in which some knowledge and skill in home economics was needed (15, p. 24).

Many of these former students were employed in personal service occupations such as maids, family cooks, housekeepers, and hospital attendants. The study showed that most of the people had made little change in occupation since their first employment (15, p. 29).

Data showed that almost one-half of the total number reported using some knowledge and skills acquired in home economics classes in their occupations (15, p. 29). Two-thirds of the former students were using two or less than two skills, and approximately nine percent were using four or more of the skills acquired in home economics (15, p. 31).

This study indicated that homemaking courses were providing for development of both skill and personal qualities of value to many employed in gainful occupations.

Opportunities for Gainful Employment for Those Trained in Specific Areas of Home Economics

In 1966 Rossi (16) conducted a study to investigate possibilities for employment in the food service industry in Santa Monica, California. An attempt was made to determine if high school students trained in home economics in food service would have opportunities for employment.

Data was collected by interview, using an open-end questionnaire, from a selected sample of managers of dinner houses, restaurants and coffee shops, take-outs, drive-ins, and dietetics departments in hospitals and convalescent homes. In this study dietetics departments in hospitals and convalescent homes were designated as non-commercial concerns; whereas, all others were designated as commercial concerns (16, p. 14-18).

Dinner house managers would not employ a student trainee; although among thirty-two other commercial establishments, 72 percent said that they would hire boys fifteen to twenty years of age, and 46.5 percent would employ girls in this age group. Of the non-commercial establishments, 86 percent would employ workers under twenty-one (16, p. 24).

Data showed that 12 of the commercial managers would not hire inexperienced workers. Rossi states that ". . . lack of experience and training are equivalent at entry level" (16, p. 28). Several of the employers indicated that they would hire trained but inexperienced workers if they were available. Convalescent and homes for aged-care would not hire inexperienced workers; whereas, the hospitals would hire inexperienced workers. Rossi concluded that this question did not yield conclusive evidence that employers would or would not hire inexperienced trained workers (16, p. 28).

Results showed that the unskilled jobs of dishwasher and bus boy were common to all food service establishments. Jobs for which a training program to develop entry level skill might be feasible included cashier-hostess, waitress, food preparation workers, and food server. The greatest need in commercial establishments was for food preparation workers. Hospitals had a need for workers in all four categories, while the convalescent homes needed workers in food preparation only (16, pp. 31-33).

The majority of the commercial employers felt that such a training program would be desirable, while all non-commercial employers were in favor of such a training program (16, pp. 33-37).

Whitmarsh (21) conducted a study in east central Illinois in 1965 to determine knowledges in child development and guidance needed by both mothers and employees in selected occupations in child care. The occupations selected in child care were: 1) day care foster mother, 2) day care center director, and 3) child care assistant. An attempt was made to identify commonalities of knowledge needed by both mothers and employees in occupations of child care, in order to determine implications for curriculum at the secondary level.

Data was collected by interview from 20 day care center directors, 20 day care foster mothers, 20 mothers of preschool children, 10 day care licensing representatives, 10 social workers, and 10 child development specialists.

The instrument used to collect the data consisted of a list of 68 items of knowledge in child development and guidance. Provision was made by means of a numerical scale for the interviewee to indicate the depth of each knowledge needed (21, p. 17).

Data was analyzed to determine the knowledges in child development and guidance which were common to mothers and employees in child care occupations, and to determine those knowledges unique to each group (21, p. 22).

From the analysis it was concluded that directors in the day care centers felt they needed a greater depth of understanding of knowledge in child development and guidance than did their assistants, especially in areas concerning social, emotional, and intellectual development of infants and children (21, p. 72).

It was also found that mothers and workers in the three occupations needed different amounts of knowledge in child development and guidance, and that workers in the three occupations likewise needed different amounts of knowledge concerning child development and guidance (21, pp. 84, 92).

On the basis of the findings Whitmarsh recommended that in curriculum planning "the common knowledges might be included in a core course and the knowledges unique to only one purpose might be included in advanced or separate courses" (21, p. 101). She further recommended that the items of knowledge needed in common by mothers and employees in all three occupations related to child care be included in core courses at the high school level, and that knowledge needed by the mothers only, be included only in courses preparing for homemaking (21, pp. 101, 103).

Whitmarsh recommended post high school education for day care center directors, and specialized training courses for child care assistants and foster mothers who had not completed the basic courses at the secondary level (21, pp. 103, 104).

Rahmlow and Cavanagh (13) conducted a study in 1966 to develop a survey instrument for identification of the major types of non-professional tasks involved in child care work. This study was conducted as a part of a larger project sponsored by the Office of Education,

> . . .to identify clusters of knowledge and competencies most likely to maximize the career-long opportunity, competence, and choice of non-college bound youth in an evolving technological society (13, p. 1).

The occupations selected for the larger study were office, general merchandise retailing, building trades, electronics, food services, and child care.

The method used for development of the survey instrument bears similarity to the method used to develop the instrument for this research project. Rahmlow and Cavanagh obtained the tasks listed in the instrument from tasks conceptualized by a team of home economists and employees of nursery schools and day care centers. The list was checked for clarity to the employees and the tasks were grouped into functional categories. A check list was then devised to allow the employees to check either yes for all the tasks they performed as part of their job or no for those tasks which they did not perform.

Rahmlow and Cavanagh field tested their instrument by means of both questionnaire and personal interview, with the employees of a Play School and the employees of a Day Nursery Association. Differences in response to the questionnaire and the interview were slight, indicating that a revised questionnaire would provide accurate information.

It was recommended that the instrument be administered to a representative sample of non-professional child care workers, and that the data thus obtained be used as a basis for identifying knowledges and competencies in child care work, which could then be clustered with those knowledges and competencies contributing to effective work in other occupations.

Rahmlow, Johnson, and Cavanagh (14) also conducted the survey in food service work for this project. The survey instrument was developed through a process very similar to the one used in the child care work survey conducted by Rahmlow and Cavanagh.

The results of this study indicated the following:

> The major types and combinations of tasks performed by various categories of food service workers can be conceptualized and identified. Experience derived from other phases of Project ERD-257-65 work indicates that the task items listed on the questionnaire can be utilized to identify clusters of knowledges and competencies common to entry and later-career work patterns. Those unique to specialized tasks can also be identified (14, p. 5).

Clusters of Tasks, Skills, and Knowledges Identified for a Number of Occupations

A research report on general vocational capabilities, skills and knowledges, was completed in 1966. The project was directed by James W. Altman under a grant from the Ford Foundation. The principal investigator was Robert M. Gagne. The two major objectives of the study as reported by Altman were:

> 1. Describe, insofar as a study of students under existing educational programs will warrant, a domain of general vocational capabilities.
> 2. Suggest methodological improvements in the derivation of educational goals for general vocational capabilities (2, p. xi).

Criteria for selecting the sample were determined. Two of the considerations included were 1) to emphasize occupations for which many new personnel will be needed over the next 10 to 15 years, and 2) to include only occupations for which it would be reasonable to provide specialized vocational training at the high school level (2, p. 10). Thirty-one occupations were drawn for the sample.

Jobs within each occupation were selected and tasks for each job were described. Task behaviors were randomly selected for each occupation, and a multiple choice test item for each behavior was formulated (2, p. xi).

Only tasks "closely related to the central purposes of the occupation and typically performed by new incumbents and/or most journeymen," (2, p. 14) were described in detail.

About 10,000 students in grades nine through junior college took the tests for each occupation. Intercorrelation and factor analysis of the scores did not show any clear factor structure (2, p. 31). However, a useful structure for general vocational capabilities resulted from analysis of mean sex differences. "In evaluating these results, they seemed to suggest that underlying the sex differences was a continuum from hardware to people" (2, p. 35). In the area of capabilities the continuum progresses through categories classified as mechanical, electrical, spatial, chemical and biological, symbolic, and people. Results showed that males had superiority in capabilities dealing in the realm of mechanical systems or hardware while females had superiority in situations dealing with people (2, p. 37). There also appeared to be a thread running through a number of capability areas which could be classified as safety (2, p. 48). The author also suggested that an adequate framework of general vocational capabilities must consider both content and psychological processes (2, p. 77). Altman also states that the data available is not sufficient to arrive at established conclusions at this time; however, he does suggest implications which he believes are worthy of further development, study and verification (2, p. 83).

> The most important implication of the study was that there is a definable and well-structured domain of vocational capabilities which has not previously been well defined and which is not being systematically taught by educational institutions. This domain is compatible with and intimately related to existing academic disciplines and vocational awareness, vocational choice, and career planning. If properly exploited it also promises to enhance the flexibility with which students can apply the results of their educational experience (2, p. xiii).

Schill and Arnold (17) conducted a study in 1965 to determine the possibility of a core curriculum content in technical education. Course descriptions were abstracted on cards from approximately 100 public, private, and military technical institute catalogs for a card sort (17, p. 20). Cards were then administered to a panel of experts, who first identified the cards related to their field and then inspected them for missing areas, contradictory or overlapping descriptions, and accuracy and clarity. The revised cards were then administered to a panel of graduate students with knowledge of fluid power technology, and their responses were analyzed by rank order correlation and coefficient of concordance. Suggestions for improving the sort were also made. The final test of the card sort was administered to twenty-eight employed technicians from a wide range of technical occupations in three pilot studies (17, pp. 21, 24).

The final data was collected from 348 randomly-selected technicians from 113 randomly-selected industries (17, pp. 9, 17). Data from this sample was compared to that expected from the total population by means of chi-square. The results showed no significant differences (17, p. 93).

> The coefficient of concordance (W), Kruskal-Wallis one-way analysis of variance (H) and principal components factor analysis were used to identify the core program and the specific areas of knowledge related to the separate technologies (17, pp. 94-95).

Knowledges found to make up the core program included technical writing, engineering graphics, mathematics, and the use of test equipment (17, p. 95).

> This study concludes that many of the requirements of technology are included in the academic offerings of the typical junior college. This should take much of the burden off post-high school educational institutions since each technology does not require a complete and separate curriculum, it can share parts of its curricula with other technologies and it can also share in selected parts of the current academic offerings (17, p. 95).

METHOD OF PROCEDURE

Purposes of Study

The purposes of this study were: 1) to identify the tasks performed by employees in the three home related occupations of homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide, 2) to determine the frequency with which the tasks are performed by the worker, and 3) to determine the tasks which are common to the three occupations and those which are unique to the individual occupations.

Development of Questionnaire and Checklist

Descriptions of the occupations of homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide were necessary before tasks could be delineated for each of the occupations. The descriptions of the three occupations were secured from a comparison of resource materials including available curriculum guides, occupational briefs, and the Dictionary of Occupational Titles (6).

To develop the checklist of tasks which employees in these three occupations might perform, available curriculum guides for training programs, manuals for employees in these occupations, and current books and periodicals were examined. From these resources all possible tasks for each occupation were listed. The tasks for each occupation were grouped according to the primary function of the task into five areas: 1) food preparation, 2) house cleaning, 3) laundry and clothing care, 4) personal care of children, 5) personal care of adults, and 6) management of resources.

The completed lists of tasks for each occupation were then checked for clarity, correctness, and completeness by specialists from the departments of Food and Nutrition, Household Equipment, Child Development, Institution Management, and Home Economics Education. As the result of this checking, additional tasks were added, some tasks were reworded, and others were moved from one area of function to another. In order to provide for a more inclusive range of tasks the area of food preparation was changed to food production and the area of housecleaning became maintenance and care of equipment, home, or furnishings.

A specialist in job analysis, Dr. Arthur Kleinschmidt, Professor of Industrial Engineering, was also consulted concerning the ability of the proposed checklist to be discriminating in the analysis of tasks performed by employees. On the recommendation of this specialist, tasks were coded as to the area of function and the titles of the categories removed from the checklist. All tasks from each of the areas of function and each of the three occupations were scrambled into one list of 125 different tasks.

Provision was made on this checklist for the respondent to indicate the frequency with which he performed the task on the following four-point scale: 1) I never do this task, 2) I sometimes do this task, 3) I frequently do this task, and

4) I always do this task. A fifth column was included in which the respondent could check if another member of the staff did the task. (See Appendix).

Arrangements to pre-test the checklist were made and personal data questionnaires and interview schedules were developed to be used with both employees and employers in these occupations. (See Appendix). Provisions were also made to observe the employees performing their various duties.

The decision to involve both employees and employers in the pre-test resulted from the feeling that employers might see the job being done by the employees as involving different tasks than those which the employees actually would recognize that they did. This idea was supported by Schill and Arnold (17, p. 18) who reported that lack of information, on the part of management, about the background and job functions of technicians made it necessary to go directly to the employed technician to find out what he did and what he needed to know.

The observation of the employee at work was incorporated upon the recommendation of the job analysis specialist and was also supported by Good in his statement:

> Observation is the most direct means of studying subjects, when the interviewer is interested in their overt behavior. In an interview people may tell what they think they do, but their reports often are different from their actual behavior of themselves (9, p. 647).

Administering the Pre-Test

The pre-test was administered to the Des Moines-Polk County Home Care-Homemaker Service Agency, Des Moines, Iowa; Holiday Inn, Sheldon-Munn Hotel, and Riverside Manor Nursing Home, Ames, Iowa; and the Gilmore Nursing Home, Nevada, Iowa. The pre-test involved two hotel-motel housekeeping aides and their employers, two nursing home housekeeping aides and their employers, and two homemaker/home health aides and their director. Thus the pre-test involved a total of eleven persons--six employees and five employers. This number was in keeping with the recommendations of Dr. Walsh, Associate Professor of Psychology and Statistics, in regard to sampling for the pre-test. One checklist, because of misinterpretation of directions, had to be eliminated from the pre-test.

As a result of the pre-tests, some items were again reworded to insure greater clarity. Separate items which involved different steps within one task were combined when like responses for each item were reported. Items with a mean score of 1.5 or less were eliminated from the checklist[a]. Three items were added from the suggestions made by the respondents.

The scale for indicating the frequency with which the task was performed was changed from a four point to a three point scale as the result of the inability of the respondents to discriminate between the second and third points on the four-point scale. The three-point scale was scored 1) I never do this task, 2) I sometimes do this task, and 3) I always do this task. The column for indicating when the task was performed by another person on the staff provided vague and incomplete information and created confusion on the part of the respondent; therefore, this column was omitted from the final checklist.

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[a] Mean scores indicated as follows: 1) I never do this task, 2) I sometimes do this task, 3) I frequently do this task, 4) I always do this task.

The open-ended interview with the employees indicated that the employees saw the tasks within their occupation in very general, rather than specific, terms. The interview schedule and personal data questionnaire were revised into one personal data sheet to eliminate repetition and to provide only information that could not be provided by analysis of the checklist.

Observation revealed that employees in hotel/motel housekeeping and nursing home housekeeping accurately indicated their tasks. Observation of the homemaker/home health aides was inconclusive because of the limited time of observation and the scope of varied duties which they must perform in different situations.

Comparison of responses made by employers and employees revealed only slight differences in the tasks identified for each occupation. Therefore, it was decided that only employees would be surveyed in the final sample.

The revised instrument included a personal data questionnaire and a checklist consisting of 108 individual tasks. (See Appendix).

Sampling Plan

The decision was made to administer the revised instrument to a sample of thirty employees in each of the three occupations after consultation with Dr. Alyce Fanslow, Assistant

Professor of Home Economics Education. In order to obtain adequate response the questionnaire and checklist were personally administered. For convenience the decision was made to obtain employees in all three of the occupations from areas where homemaker services were located. At the time this study was begun there were eleven homemaker services in operations in the state of Iowa. These services were alphabetized and numbered and six homemaker services were chosen using a table of random numbers. (See Figure 1).

A list of nursing homes within these areas was compiled from the list of licensed nursing homes issued by the State Department of Health. To assure the availability of workers meeting the description of nursing home housekeeping aides, it was decided to include only those nursing homes which were of 20 or more bed capacity. Likewise a listing of motels and hotels within these areas was compiled from the membership list of the Iowa Hotel and Motor Inn Association, and from listings in the North Central Tour Book of the American Automobile Association. Hotels and motels and nursing homes were chosen at random from each of the six identified areas. The total number of hotels and/or motels and nursing homes chosen was determined to insure a total of five housekeeping aides for each occupation within the area.

The homemaker/home health aides at each location were chosen using a table of random numbers. Hotel/motel and nursing home housekeeping aides were selected by the managers, each

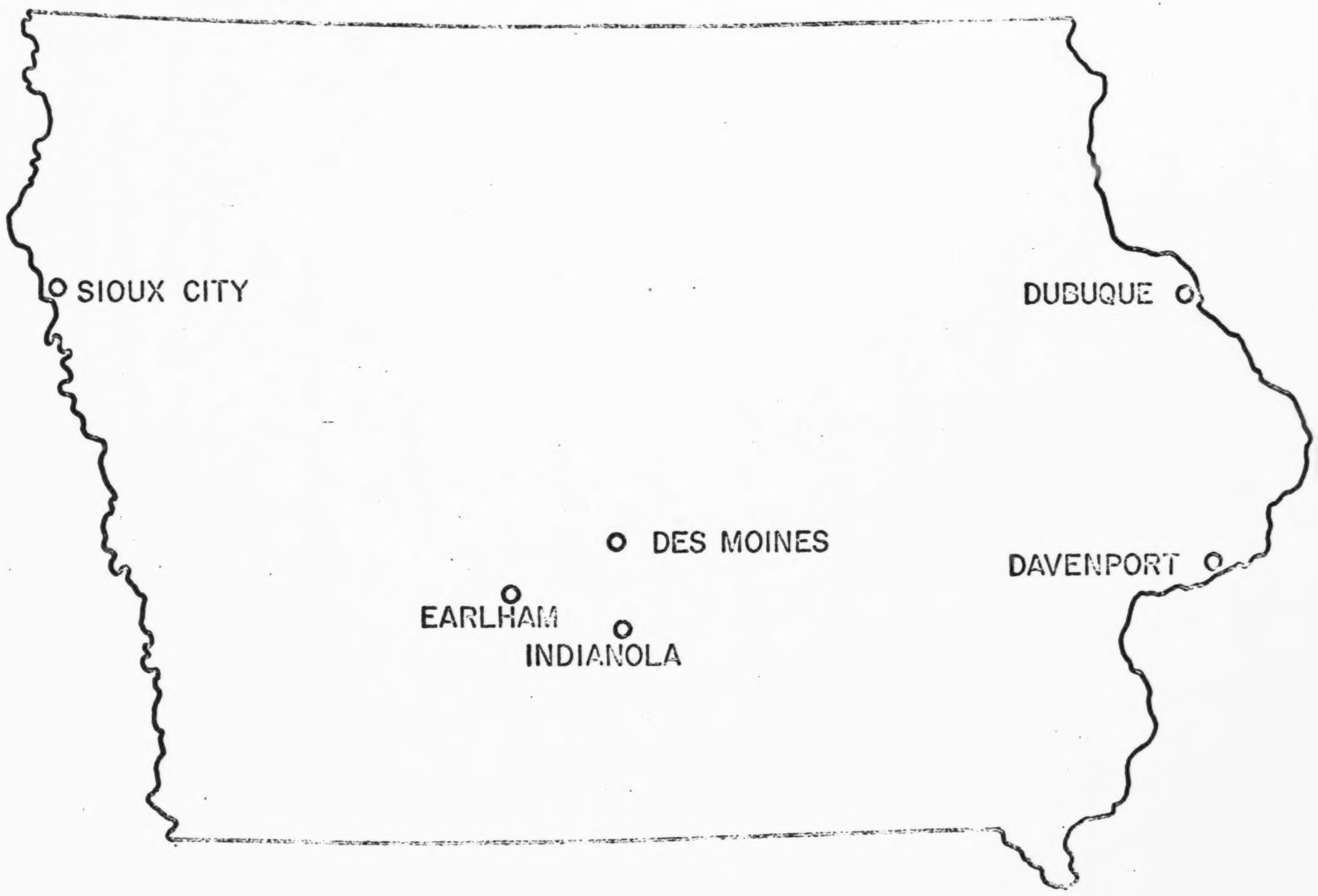
SIOUX CITY
DUBUQUE
DES MOINES
DAVENPORT
EARLHAM
INDIANOLA

Figure 1. Cities and towns chosen for sample

furnishing five housekeeping aides if they were available. If there were not as many as five housekeeping aides available from the business, a second or third business was selected at random to complete the total number of five housekeeping aides in hotels or motels, and five nursing home housekeeping aides at each location.

Lack of motels, hotels, and nursing homes in some areas chosen for the sample, or lack of sufficient housekeeping aides in the hotels, motels, or nursing homes chosen resulted in twelve less participants than the number desired. Therefore, additional hotels, motels, and nursing homes were chosen at random from the Ames, Boone and Nevada area to complete the total sample. None of the institutions from the area used in the pre-test were used in completing the final sample.

Iowa Extension Home Economists in each of the centers were contacted to arrange the schedule for interviews in the centers. After the schedule was confirmed the researcher traveled to the area and administered the questionnaire to each participant. If the participants were unable to be there at the appointed time, the questionnaires were left with the employer to administer to the participant and return by mail.

Analysis of Data

Data was collected from 87 employees in the three occupations. This number included 29 homemaker/home health aides, 26 hotel/motel housekeeping aides, and 32 nursing home housekeeping aides. The sample of 32 employees from the nursing homes included a total of six nurses aides because these were the employees who performed the housekeeping tasks in these institutions.

Each questionnaire was coded for computation according to the coding plan shown in the Appendix. Analysis done by the Iowa State University Computation Center included transferring the responses to IBM cards, intercorrelating each task from the checklist with every other task and pooling within the total sample. A frequency count of the responses to the personal data section of the questionnaire was also made.

The frequency count of the personal data was examined to determine the general characteristics of the sample. Mean scores for each task within each occupation were examined to determine the tasks common to the three occupations and those unique to each individual occupation. The correlation matrix was examined to determine clusters of related tasks within the three occupations, and highly intercorrelated items were grouped to form six clusters.

Cluster reliability was tested using the Spearman-Brown formula for reliability as follows:

$$r = \frac{n\bar{r}}{1 + (n-1)\,\bar{r}}$$

where

$$\bar{r} = \frac{\Sigma r}{\frac{n(n-1)}{2}}$$

n = number of items in a cluster,

$\bar{r}$ = mean of correlations for a cluster and

Σr = sum of correlations below the diagonal of the correlation matrix for a cluster.

The mean scores for each cluster were calculated for each of the three occupations to determine if the cluster of tasks were of high or low mean value to the occupation.

FINDINGS AND DISCUSSION

The findings are presented in five sections: 1) personal characteristics of the sample, 2) findings in relation to those tasks which are common to the three occupations, 3) tasks unique to the three occupations, 4) composition and reliability of the clusters of tasks, and 5) additional tasks suggested by participants.

Personal Characteristics

In order to make the present study as meaningful as possible it was necessary to collect personal data for each respondent in the study. The characteristics analyzed from the personal data questionnaire were age, marital status, educational background, specialized schooling or training, instruction received for present occupation, length of training for present occupation, length of employment in present occupation, and the hours per week worked. These characteristics were analyzed for the participants in each of the three occupations studied.

Age

An analysis of the frequencies in Table 1 indicated that 77 of the 87 members of the sample employed in these three occupations were age 36 and over. No person in the sample under 36 years of age was employed as a homemaker/home health aide. Three persons under 36 years of age were employed as hotel/motel housekeeping aides, and seven under 36 years of age were employed as nursing home housekeeping aides. From this data it is evident that in the state of Iowa these occupations are generally being filled by women of middle age and over. This is especially true of the homemaker/home health aides all of whom were 36 years of age and over.

Table 1. Age of individuals in the sample by frequencies for each occupation

Age	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
35 years and younger	0	3	7
36 to 50 years	10	11	9
51 to 65 years	14	10	13
Over 65 years	5	2	3
Total	29	26	32

Marital status

Findings reported in Table 2 show that the majority of the women in the three occupations were either presently or previously married. Eighty of the 87 employees in the three occupations studied were either married, widowed or divorced.

Table 2. Marital status of sample by frequencies for each occupation

Marital status	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
Single	1	2	4
Married	14	14	20
Widowed or divorced	14	10	8
Total	29	26	32

Educational background

The educational background of the sample as shown in Table 3 ranged from below eighth grade education through college graduation. Four persons had below an eighth grade education, five of the 87 persons had completed some college and two were college graduates. Thirty-one of the 87 persons had completed some high school and 30 were high school graduates.

Specialized schooling or training

An analysis of data in Table 4 indicated that the majority of the sample made no response to the question concerning specialized schooling or training. This was interpreted as indicating that they had no specialized schooling or training beyond that indicated by general educational background. Three of the homemaker/home health aides indicated having attended trade school, and six indicated that they had other specialized

Table 3. Educational background by frequencies for each occupation

Highest grade completed	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
No response	0	0	1
Below eighth grade	2	1	1
Eighth grade	4	7	3
Some high school	10	10	11
High school graduate	8	7	15
Some college	3	1	1
College graduate	2	0	0
Total	29	26	32

training. Those indicating other specialized training listed Red Cross Home Nursing, nurses aide training, practical nurses training, and nurses training. None of the hotel/motel housekeeping aides indicated that they had completed any kind of specialized training. Eight of the nursing home housekeeping aides indicated specialized training--four indicating trade schools and four other training. Those checking other specialized training indicated having some form of nurses training. The four who indicated this training were nurses aides who were also responsible for the housekeeping tasks in the nursing home.

Table 4. Additional schooling or training by frequencies for each occupation

	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
No response	20	26	24
Trade school	3	0	4
Other	6	0	4
Total	29	26	32

Specialized training or instruction for present occupation

From Table 5 it may be seen that homemaker/home health aides participated in a consistent training program for their occupation. Of the 29 homemaker/home health aides included in the sample, 25 had completed a short course sponsored by their agency. Hotel/motel housekeeping aides indicated varied preparation for their occupations; the largest number reported learning the requirements and duties of their occupation by observing another employee. The nursing home housekeeping aides reported that they had been instructed in their tasks by their employers.

Length of specialized training for this occupation

An analysis of data in Table 6 revealed that the longest period of specialized training for their present occupation was

Table 5. Specialized training or instruction for present occupation by frequencies for each occupation

	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
No response	1	6	9
Short course	25	3	1
Observation	1	10	7
Instruction by employer or director	2	7	15
Total	29	26	32

indicated by the homemaker home health aides, 15 of whom indicated that they had from three to five days of training and eight indicating from six to ten days of training. For purposes of this analysis six hours of training constituted one day. Sixteen of the 26 hotel and motel housekeeping aides and 25 of the 32 nursing home housekeeping aides did not respond to this item. This was interpreted as indicating that they had no specialized training program, but only instruction in their tasks.

Both the type and length of specialized training for the occupation of nursing home housekeeping aide were similar to those reported for food service employees in nursing homes. The study of food service employees reported that the method of training most often used was the type classified by the study as hit-and-miss (1, p. 112). Hit-and-miss was defined as leaving the trainee at the work station and the supervisor occasionally checking by to answer questions and give instructions (1, p. 79).

Table 6. Length of specialized occupational training for present occupation by frequencies for each occupation

	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
No response	1	16	25
None	2	1	3
Less than three days	3	2	1
Three to five days	15	6	0
Six to ten days	8	0	2
Over ten days	0	1	1
Total	29	26	32

Length of employment in occupation

Data in Table 7 indicated that the majority of the employees had worked at their present occupation a relatively short period of time. Thirty-one of the 87 sample members had been employed at their present occupation for less than one year, while 19 had been employed one year. Ten of the total sample had been employed from five to ten years and five had been employed over ten years. The relative newness of the occupation of homemaker/home health aide in Iowa attributes to the shorter length of employment.

Table 7. Length of employment by frequencies for each occupation

	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
No response	1	0	0
Less than one year	11	9	11
One year	8	3	8
Two to four years	8	7	6
Five to 10 years	1	5	4
Over 10 years	0	2	3
Total	29	26	32

Hours per week worked

Analysis of data in Table 8 indicated that over half of the respondents in each occupation worked over 30 hours weekly. The responses also indicated that people were employed on a part-time basis in all three of the occupations with 27 of the total sample indicating that they worked less than 30 hours weekly.

The findings regarding age, marital status, and hours per week worked indicated that the majority of women in these occupations were 36 years of age and over, either married or previously married, and many were working part time. This would seem to indicate that these occupations were dominated by women returning to part-time work after raising their families.

Table 8. Hours per week worked by frequencies for each occupation

	Homemaker/ home health aide	Hotel/motel housekeeping aide	Nursing home housekeeping aide
No response	0	1	1
Eight hours or less	5	0	1
Nine to 20 hours	2	1	4
21 to 30 hours	5	5	4
31 to 40 hours	11	11	15
Above 40 hours	6	8	7
Total	29	26	32

Tasks Common to the Three Occupations

To determine tasks common to the three occupations, the mean scores of the frequency performance of every task was examined for each occupation to determine the degree to which the task was being done. All tasks having a mean score of 1.90 or above, indicating that the tasks were sometimes done in the occupation, were selected. All tasks having a mean score of 1.90 or above in all three of the occupations were considered to be common to the three occupations.

The following tasks, identified by their number in the questionnaire, were found to be common to all three occupations:

2. Clean bathroom fixtures
17. Clean mirrors
21. Remove accumulated trash from rooms

44. Clean shelves
53. Vacuum floors, rugs, and/or carpets
67. Remove spots from woodwork
77. Dust woodwork, furniture, picture moldings, light fixtures, and radiators
87. Report accidents to proper persons
91. Replace supplies in bedroom and bathroom
95. Remove soiled dishes from room
105. Scrub bathroom floors

Tasks common to the three occupations were predominantly those coded as maintenance and care of equipment, home, or furnishings. The only items common to the three occupations not from this group were items 87 and 95. These items were previously coded as personal care of adults and food production respectively. The fact that they were common to all three occupations might possibly indicate that they were more common to the function of maintenance and care of equipment, home, or furnishings than they were to personal care of adults and food production, since these kinds of tasks were not found to be common to the three occupations.

Tasks which had a mean score of 1.90 or above and were not found to be common to all three occupations were compared to see if commonalities existed with either of the two remaining occupations.

The following combinations of tasks were determined.

Tasks common to the occupation of homemaker/home health aide and hotel/motel housekeeping aide:

26. Identify hazardous conditions
51. Adjust heat and ventilation
60. Make beds
63. Remove soiled bed and bath linens
106. Wash water glasses

Tasks common to the occupations of hotel/motel housekeeping aide and nursing home housekeeping aide:

1. Air room
18. Remove spots from furniture
35. Clean closets
46. Wash tile walls
47. Report items missing from rooms
71. Check lights and room equipment for needed replacement or repair
82. Wash windows

Tasks common to the occupations of homemaker/home health aide and nursing home housekeeping aide:

3. Recognize and report indications of personal, physical, and mental problems of persons I serve to my supervisor
12. Scrub floors other than bathroom floors

From the above lists it may be seen that those tasks common only to the occupations of homemaker/home health aide and hotel/motel housekeeping aide are generally tasks which could be classified as indicating responsibility for preventing damage to equipment or injury to another, or to insure the comfort of others. Task 3, which was common to the occupation of homemaker/home health aide and nursing home housekeeping aide, might be similarly classed. The commonality of this task in these two occupations was believed to result from the fact that both the homemaker/home health aide and the nursing home housekeeping aide were in positions where they were in contact with persons who might be experiencing such problems.

The tasks found to be common to hotel/motel housekeeping aides and nursing home housekeeping aides were those which were originally coded as tasks relating to maintenance and care of equipment, home, or furnishings. Task 12, found to be common to the occupation of homemaker/home health aide and nursing home housekeeping aide also was classified as having this function. This task is generally included in the job description of janitor in the hierarchy of hotel/motel housekeeping occupations, and therefore, was not common to the job of housekeeping assistant in hotels and motels.

The above findings indicated that the greatest commonality of tasks within these three occupations was a core of tasks, the majority of which were classified as household maintenance tasks.

Tasks Unique to Each Occupation

The tasks having mean scores of 1.90 and above which had no commonality with tasks having scores of 1.90 and above in the other occupations were then listed as unique to the individual occupation. This listing revealed that the occupation of homemaker/home health aide involves many tasks which are not common in either of the other occupations studied. This finding was anticipated since the original listing of tasks for homemaker/home health aides included many more tasks than for either the hotel/motel housekeeping aide or nursing home housekeeping aide.

The following tasks were found to be unique to the occupation of homemaker/home health aide. The tasks were listed in descending order, with those performed most frequently listed first:

101. Relieve persons of physical responsibility of their tasks as needed
8. Operate within available family finances
56. Clean work tables and sinks in the kitchen
9. Scrape and stack dishes
20. Wash dishes by hand
94. Provide companionship and compassion for adults
78. Clean, prepare and/or cook various foods
59. Serve meals
48. Remind person of physician's orders and help person carry out these orders
50. Plan use of leftovers
33. Iron clothes by hand
21. Adapt family meals to conform to diets recommended by doctor
42. Clean range and/or oven
76. Set table
16. Store dishes
13. Store food
24. Turn bed back for guests or disabled persons
107. Do light laundry
61. Run errands for the disabled or ill
31. Plan meals
54. Take inventories of food supplies
10. Prepare market order
67. Clean and/or defrost refrigerator
99. Hang clothes on line for drying
98. Assist in correcting hazardous conditions
79. Identify time, money, property, space, and ability available to do the job
22. Adapt family meals to conform to diets recommended by doctor
92. Prepare between meal nourishments
28. Assist with dressing of disabled or ill
73. Assist in caring for hair of disabled or ill person
52. Prepare washing solution by selecting appropriate detergents, bleaches, and other laundry products
72. Select recipes
36. Prepare trays for ill or disabled persons
97. Remove stains from items to be laundered
102. Dry clothes by machine
83. Choose products, techniques, practices and equipment appropriate for job at hand

Fewer tasks were found to be unique to the occupations of hotel/motel housekeeping aide and nursing home housekeeping aide. This can be explained by the fact that a definite hierarchy of jobs, each with specialized functions, exists particularly in the housekeeping departments of hotels and motels. The following tasks were found to be unique to the occupation of hotel/motel housekeeping aide:

86. Check rooms for items left by guests
11. Check rooms for missing items
38. Inspect rooms for damage
88. Make room reports
27. Prepare articles and equipment on cart
68. Provide guests with additional or extra guest supplies
29. Turn mattresses
5. Remove from the room personal clothing of guests or disabled
19. Sort and count linens sent to laundry

The tasks found to be unique to hotel/motel housekeeping aides were generally tasks indicating responsibility for preventing loss or damage to equipment or furnishings, and insuring the comfort of the guests.

Task 26, identify hazardous conditions, was common to both homemaker/home health aide and hotel/motel housekeeping aide; while task 98, assist in correcting hazardous conditions, was unique to only the homemaker/home health aide. This may indicate that the hotel/motel housekeeping aides see the task, correcting hazardous conditions, as primarily repairing equipment and furniture that might cause accidents. This task may then be performed by another employee in the department. Actually, the housekeeping aide should be both identifying and correcting hazardous conditions which do not involve repair work. This finding might be interpreted as indicating a need for making the housekeeping aides aware of hazardous conditions other than those involving repair and their responsibility for correcting them.

The only task found unique to the occupation of nursing home housekeeping aide was disinfecting beds. The uniqueness of this task can perhaps be explained by the likelihood of illness or disease among patients in a nursing home requiring that all equipment and furnishings be disinfected before they can be assigned to another patient. The fact that this task did not appear as a task of hotel/motel housekeeping aides can be explained by the fact that disinfecting and cleaning mattresses and beds is done by a commercial service in hotels and motels.

These findings indicate that a training program to develop the skills and knowledges necessary to the performance of tasks common to the three occupations, classified as maintenance and care of equipment, home, or furnishings, and tasks related to the safety of both employees and the persons whom they serve would be feasible. The large number of tasks found to be unique to the occupation of homemaker/home health aide would indicate that an individualized training program involving certain aspects of their occupation other than household maintenance and safety would still be necessary to the success of their program.

An examination of the common and unique tasks also indicated that nursing home housekeeping aides generally do not help with the serving of meals or in providing personal care for guests as originally assumed by the definition of nursing home housekeeping aide. These functions were included in the original definition because it was felt that fewer employees in nursing homes would function as housekeepers only. Since the sample included only homes of 20 beds or more, all but five respondents served only in a housekeeping capacity.

Composition and Reliability of Clusters of Functionally Related Tasks

The responses to each task were correlated with those of every other task within the three occupations. The correlation matrix was then examined to determine if clusters of highly correlated items having similar functions could be formed. Six clusters were obtained based on highly intercorrelated items and task function. Tasks which correlated highly but were not logically related to the task function were eliminated from the clusters. Each cluster was named according to the function of the tasks included within the cluster and identified by a letter of the alphabet.

Cluster A, food production

A cluster was formed of 15 items related to the function of food production. The average correlation within this cluster was .34; the reliability, .89. The intercorrelations of tasks in cluster A are shown in Table 9. Cluster A consists of the following items identified by the numbers as they were used in the questionnaire:

9. Scrape and stack dishes
10. Prepare market order
22. Adapt family meals to conform to diets recommended by doctor
41. Tell person being served interesting items about food served
42. Clean range and/or oven
50. Plan use of leftovers
54. Take inventories of food supplies
59. Serve meals
72. Select recipes
76. Set table
78. Clean, prepare and/or cook various foods
84. Check menu for interest and attractiveness
92. Prepare between meal nourishments
93. Prepare person for meal on time
108. Adapt family meals to meet basic daily nutritional requirements

Table 9. Intercorrelations[a] of items in cluster A, food production (N = 87)

Items	9	10	22	41	42	50	54	59	72	76	78	84	92	93	108
9															
10	37														
22	30	37													
41	28	26	25												
42	33	38	40	25											
50	26	36	47	24	57										
54	25	76	55	35	32	42									
59	48	17	26	12	52	38	13								
72	07	63	45	16	32	40	57	17							
76	47	42	23	22	24	31	46	51	43						
78	37	41	61	23	56	66	48	47	42	50					
84	04	24	33	30	24	33	32	42	41	43	39				
92	20	32	40	55	54	46	35	44	36	26	51	46			
93	52	00	38	41	35	23	16	46	05	09	34	12	58		
108	16	16	39	39	19	27	18	26	26	24	32	66	47	17	

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[a] Intercorrelations of .28 and .21 are significantly different from zero at the one and five percent levels, respectively. The decimal points have been omitted. This is also true for tables 10-14.

Cluster B, child care

Cluster B consists of 13 items relating to child care. The average correlation within the cluster was .61; the reliability, .95. The intercorrelations of tasks in cluster B are shown in Table 10. The following items were included in cluster B:

7. Tell or read stories to children
25. Supervise play of children
37. Supervise rest periods for children
43. Assist children in preparation for bed
49. Assist with bathing children
64. Supervise and instruct children in performing chores
70. Discipline children when necessary
74. Assist children in preparation for nap time
80. Assist with feeding children
89. Prepare baby formula
90. Comfort hurt or upset child
96. Treat minor injuries such as scratches for children

Table 10. Intercorrelations of items in cluster B, child care

Items	7	25	37	43	49	64	70	74	80	89	90	96
7												
25	62											
37	58	71										
43	50	53	82									
49	49	55	85	80								
64	62	55	71	64	65							
70	26	62	64	57	58	78						
74	65	65	89	81	85	87	74					
80	56	63	74	71	73	73	76	79				
89	41	36	58	51	62	40	31	63	53			
90	51	44	58	53	55	57	63	67	61	52		
96	44	55	11	72	67	65	58	76	64	65	62	

Cluster C, general household tasks

A cluster was formed of eight intercorrelated general household tasks. The average correlation within this cluster was .39; the reliability, .84. The intercorrelations of tasks in cluster C are shown in Table 11. The items in cluster C are as follows:

5. Remove from the room personal clothing of guests or disabled persons
11. Check rooms for missing items
29. Turn mattresses
40. Pretreat heavily soiled items for laundry
44. Clean shelves
45. Disinfect beds
60. Make beds
97. Remove stains from items to be laundered

Table 11. Intercorrelations of items in cluster C, general household tasks

Items	5	11	29	40	44	45	60	97
5								
11	43							
29	29	39						
40	45	39	40					
44	32	37	57	23				
45	40	26	47	35	42			
60	35	39	44	43	33	23		
97	46	31	31	80	28	40	46	

Cluster D, household maintenance

Six items relating to maintenance of equipment, furnishings, and home were grouped to form a cluster of tasks in household maintenance. The average correlation within this cluster was .25; the reliability, .66. The intercorrelations of tasks in cluster D are shown in Table 12. The tasks in cluster D are as follows:

17. Clean mirrors
46. Wash tile walls
77. Dust woodwork, furniture, picture moldings, light fixtures, and radiators
82. Wash windows
99. Hang clothes on line for drying
103. Vacuum draperies

Table 12. Intercorrelations of items in cluster D, household maintenance

Items	17	46	77	82	99	103
17						
46	30					
77	29	37				
82	26	36	17			
99	18	20	-01	18		
103	22	33	17	24	42	

Cluster E, care of ill and disabled adults

A group of twelve tasks relating to personal care of adults was found to be highly correlated. The average correlation within this cluster was .47; the reliability, .92. Intercorrelations for this cluster are shown in Table 13. The following items were included in cluster E:

14. Assist adults with bath
15. Feed disabled adults
24. Turn back the bed for guests or disabled persons
28. Assist with dressing of disabled or ill
48. Remind person of physician's orders and help the person carry out these orders
55. Write letters for the disabled or ill
61. Run errands for the disabled or ill
65. Disinfect and sterilize equipment for the ill person
66. Assist adults with care of dentures
69. Assist ill or disabled person clean drawers
73. Assist in caring for the hair of disabled or ill persons
101. Relieve persons of the physical responsibility of their tasks as needed

Table 13. Intercorrelations of items in cluster E, care of ill or disabled adults

Items	14	15	24	28	48	55	61	65	66	69	73	101
14												
15	75											
24	64	66										
28	70	74	66									
48	55	55	45	56								
55	43	43	50	55	46							
61	45	43	46	48	46	43						
65	52	70	53	56	52	51	42					
66	54	59	55	54	69	54	42	67				
69	40	41	38	44	36	64	38	56	39			
73	65	65	59	62	63	46	20	45	56	25		
101	26	21	16	28	24	30	34	21	24	32	14	

Cluster F, safety

A cluster of six items relating to providing for the safety of individuals was formed. The average correlation for the cluster was .33; the reliability, .74. The cluster correlations are presented in Table 14. The following tasks were included in this cluster:

3. Recognize and report indications of personal, physical, and mental problems
23. Give first aid
26. Identify hazardous conditions
87. Report accidents to proper persons
98. Assist in correcting hazardous conditions
104. Guide and direct appropriate family members in assuming various tasks

Table 14. Intercorrelations of items in cluster F, safety

Items	3	23	26	87	98	104
3						
23	30					
26	42	32				
87	41	25	36			
98	43	27	34	28		
104	24	44	26	19	37	

The above findings show that it is possible to distinguish clusters of tasks in regard to their function within the occupation.

Cluster Mean Scores for the Three Occupations

The mean scores for each cluster by occupation are shown in Figure 2. Responses to the frequency with which each task was done were made on a scale from one to three--one, indicating that the task was never done; two, indicating that the task was sometimes done; and three, indicating that the task was almost always done.

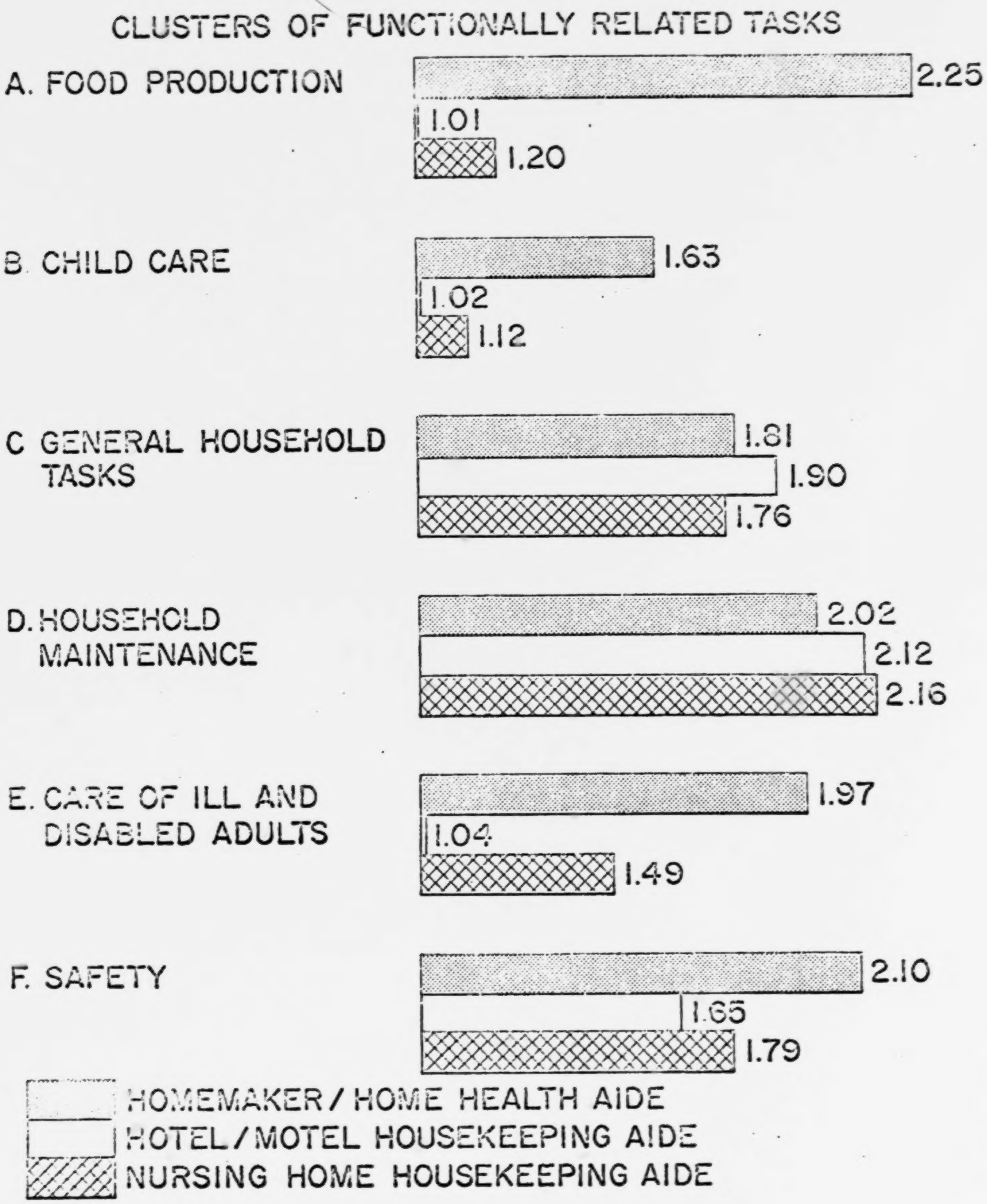

Figure 2. Cluster mean scores[a] by occupation

[a] Indicated as follows: (1) I never do this task, (2) I sometimes do this task, (3) I always do this task.

The mean scores for cluster A indicate that tasks in food production are performed almost exclusively by those in the occupation of homemaker/home health aide. These tasks were seldom if ever done in the occupation of hotel/motel housekeeping aide and nursing home housekeeping aide.

The mean scores for the three occupations in cluster B indicated that child care tasks are seldom being done in any of the occupations. This is interesting to note since the national philosophy of homemaker service indicates that child care is considered a major part of the function of Homemaker Service Agencies. As stated in the Standards for Homemaker-Home Health Aide Services, "Homemaker programs originated primarily as a service to children--and still place the well being of children among their most important objectives" (18, p. 7). The finding implies that in the state of Iowa the homemaker/home health aides studied were devoting the major portion of their time to providing services in areas other than child care. This may in part be explained by the fact that the majority of the agencies in Iowa at the time of this study were functioning under the auspices of Public Health, with emphasis on serving the chronically ill or aged. Only one of the services studied was functioning under the Department of Child Welfare.

Clusters C and D consisting of general household tasks and household maintenance tasks were found to have similar mean scores in the three occupations. Scores ranged from 1.76 to 1.90 for the three occupations in household tasks and from

2.02 to 2.16 for the maintenance tasks. This finding indicated that the maintenance tasks were more frequently performed than the general household tasks in each of the three occupations. The tasks in cluster D were generally the same tasks found to be common to the three occupations on the basis of mean scores above 1.90.

Mean scores for each occupation in cluster E indicated that tasks relating to care of the ill or disabled were unique to the occupation of homemaker/home health aide, and that these tasks were very seldom performed by the nursing home housekeeping aide.

The mean scores for cluster F indicated that tasks relating to safety were common to all three occupations. Homemaker/home health aides were more frequently performing these tasks than either the hotel/motel housekeeping aides or the nursing home housekeeping aides.

A comparison of the mean scores (Figure 2) for each cluster within the occupation of homemaker/home health aide indicated the clusters of tasks which were most frequently performed. The rank of clusters in relation to frequency of performance in descending order were: food production, safety, household maintenance, care of ill or disabled adults, general household tasks, and child care.

The rank of frequency performance, from high to low for each cluster in the occupation of hotel/motel housekeeping aide, was household maintenance, general household tasks, and safety.

The occupation of nursing home housekeeping aides showed the same rank order for these three clusters as the rank for the hotel/motel housekeeping aide. However, the cluster mean scores for this occupation indicated that nursing home housekeeping aides were also performing tasks beyond the 1.00 level in care of the ill or disabled adults, food production, and child care in the preceding order.

Additional Tasks Suggested by Participants

Employees were asked to list any additional tasks which they performed which were not included on the checklist.

The following additional tasks were listed by homemaker/home health aides. Each task was listed by one to four of the respondents.

Give bed baths
Carry out physical therapy under the direction of a therapist
Accompany wheel chair patient and insure his safety in the chair
Change patient to dry clothes
Take the patient to bathroom
Exercise patient
Walk with patient
Put patient to rest
Clip finger and toe nails for patient
Accompany adult shopping
Make written weekly report on each case
Help families plan budgets
Explain food stamp plan

These items, with the exception of the last two, indicated that homemaker/home health aides were becoming more active in the area of personal care. The tasks in personal care were not included in the original list since they were not interpreted as tasks of the homemaker/home health aide, but as tasks of a visiting nurse. This finding could be interpreted as the result of homemaker/home health aides being employed by medicare patients. The finding was in keeping within the framework of services organized under the auspices of Public Health. The last two items indicated that homemaker/home health aides were providing some services to families who have financial problems.

Additional tasks listed by hotel/motel housekeeping aides included the following:

Clean tub tracks
Clean elevators
Inventory cleaning supplies
Sweep sidewalks
Scrub landings
Disinfect toilets
Wash waste baskets

The item concerning cleaning of tub tracks was listed by five participants, while each of the other items was listed by one and not more than two of the participants. The task of cleaning tub tracks will likely become a more frequent task as hotels and motels install shower windows in place of shower curtains. The fact that disinfecting toilets was listed as an additional task by so few persons does not mean that this task was not being done by the housekeeping aide. Observation during the pre-test indicated that disinfecting bathroom fixtures was always a part of the task listed as cleaning of bathroom fixtures. The other tasks listed can be interpreted as being tasks not commonly performed by the housekeeping aides.

Tasks listed in addition to those on the checklist by nursing home housekeeping aides were:

Iron with mangle
Spot clean floors
Buff floors
Hang curtains
Dust floors
Wax furniture
Care for houseplants

Since these tasks were generally listed by one participant only, they could not be considered as tasks common to all nursing home housekeeping aides.

SUMMARY AND RECOMMENDATIONS

The purposes of this research were: 1) to identify the tasks performed by the employees in the occupations of homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide, 2) to determine the frequencies with which the tasks were performed by the worker, 3) to determine tasks common to the three occupations and those unique to the individual occupations, 4) to determine the possibility of clustering tasks of similar function.

Questionnaires were developed to obtain personal data concerning the employees in these occupations and to determine what tasks they were doing. The participants were asked to respond on a three point scale, indicating the frequency with which they did the task to a list of 108 tasks. The questionnaires were administered by an interviewer to 87 participants in six different cities or towns in Iowa.

Data was analyzed from 87 questionnaires: 29 from the occupation of homemaker/home health aide; 26, hotel/motel housekeeping aide; and 32, nursing home housekeeping aide. A frequency count was made of the responses to items of personal information. Intercorrelations among tasks within the three occupations were computed by the Iowa State University Computation Center.

A frequency analysis of the responses to the personal data questions indicated that the three occupations were dominated by women 36 years of age and over, either married or previously married, and many working part time.

Personal data also indicated that employees in the occupation of homemaker/home health aide were the only employees participating in a training program to prepare them for their occupation.

Mean scores for task performance were examined using a score of 1.90 and above to select the tasks which were sometimes being done in an occupation. These tasks were then compared to determine those which were common and those which were unique. A core of 11 items predominantly relating to household maintenance were found to be common to the three occupations. Those tasks which were not common to at least two occupations were designated as being unique to the individual occupation. The occupation of homemaker/home health aide had the largest number of unique tasks.

Six clusters of tasks in relation to their function were formed. The six clusters were: cluster A, food production; cluster B, child care; cluster C, household tasks; cluster D, household maintenance; cluster E, care of ill and disabled adults; and cluster F, safety.

Cluster scores for each occupation were calculated to determine if the cluster of tasks were being performed in the occupation. It was found that the tasks performed most frequently by the homemaker/home health aide were food production, safety, household maintenance and care of the disabled and ill in the preceding order. The tasks performed most frequently by the hotel/motel housekeeping aide and the nursing home housekeeping aide were household maintenance, general household tasks, and safety in the preceding order.

Additional tasks suggested by the employees studied indicated that homemaker/home health aides were performing more tasks concerned with the personal care of adults than had been previously anticipated.

Recommendations based on the results of this study are as follows:

(1) That knowledges and competencies for the tasks found to be common to the three occupations be determined to provide a basis for a program to train people in the home related occupations.

(2) That knowledges and competencies of tasks unique to the homemaker/home health aide be determined to provide a basis for training the homemaker/home health aide.

(3) That a core training program including the cluster areas of household maintenance, general household tasks, and safety, be developed to train employees in the occupations of hotel/motel housekeeping aide, nursing home housekeeping aide, and other related occupations. Initial training in the common core could be provided for homemaker/home health aides. Because of the large number of tasks unique to the occupation of homemaker/home health aide, it might be more efficient to train aides in a training program of their own.

(4) That the specialized training program for homemaker/ home health aides be continued to develop competencies in the areas of food production, care of ill and disabled, and child care because of their uniqueness to the occupation.

(5) That these training programs be made available to both persons of high school age and adults, since the employees in these three occupations included both persons of high school age and older adults, with the majority being older adults.

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APPENDIX

Survey Instruments for Pre-test

TASKS IN THREE HOME RELATED OCCUPATIONS
INTERVIEW
(Employers)

Name ______________________________

Name of agency or business ______________________________

Location of agency or business ______________________________

Name of occupation you are describing ______________________________

How many people do you employ in this occupation? ____________

On your staff are there other positions closely related to this occupation ______________

If so, what are the titles of these occupations?

What is the rank of this occupation in respect to the occupations you listed above?
(Describe)

What are the requirements for this job?

How do you instruct the employees for their particular job?

Do you have a list of tasks for employees in this occupation?

How did you arrive at your list of tasks?

What is the rate of turnover for this occupation?

If training were offered, would you be willing for your employees on the job to have the training?

TASKS IN THREE HOME RELATED OCCUPATIONS
INTERVIEW
(Employees)

Name ____

How long have you been employed in this occupation? __________

Did you receive any special instructions for the occupation?___

Kind of instruction you received (describe) ________________

____

Length of the training which you received ________________

How many hours a week do you work at this job? ______________

What do you do as a part of your job?

Tasks

TASKS IN THREE HOME RELATED OCCUPATIONS
INSTRUCTION SHEET
(Employers)

The Home Economics Education Department at Iowa State University is presently conducting research to determine the tasks performed by employees in three home related occupations. The three occupations are described as follows:

> Homemaker/home health aide or visiting homemaker: A mature person who assists the mother, wife, or head of the household in performing the duties of the home in order to keep family life as normal as possible when the family is overburdened by illness or the stress of a family emergency.
>
> Hotel-Motel housekeeping aide: Persons who perform the various duties required for cleaning and making up guest rooms and other areas in hotels and motels; usually working under the supervision of the housekeeper, the assistant housekeeper, or the manager.
>
> Nursing home housekeeping aide: Workers who work under professionally trained persons in performing the duties of cleaning rooms, and/or serving meals, and providing personal hygiene care for the residents of a nursing home.

We have identified some tasks in each of the three occupations, but need your help in clarifying the tasks performed in the particular occupation with which you are associated. The tasks which we have identified for the three occupations are listed in the form of a check list. This list includes many tasks which might be a part of the occupation of the employee described above which you are presently hiring. The list also includes many tasks which may in no way relate to the occupation of that employee. Please read each item carefully before checking the appropriate column. Think of the first four columns on the checklist as representing a measure with the positions 1, 2, 3, 4 equally spaced, then check according to the directions below.

(1) Check column 1 if the task is one which this employee would never do in this job.
(2) Check column 2 if the task is one which this employee might sometimes do in this job.
(3) Check column 3 if the task is one which the employee might frequently do in this job.
(4) Check column 4 if the task is one which the employee would almost always do in this job.

Always check "one" of the first 4 columns before considering column 5.

(5) Check column 5 if it is a task performed by an employee on your staff other than the one described above.

(2)

At the end of the check list space is provided in which you may list tasks that are a part of the occupation you are checking which we may have omitted in our list. It is very important to the study that you identify any tasks that are a part of the occupation that we may have omitted.

On the left hand side of the check sheet you will find parentheses for coding. Please disregard this when you fill out the check list.

TASKS IN THREE HOME RELATED OCCUPATIONS
INSTRUCTION SHEET
(Employees)

The Home Economics Education Department at Iowa State University is presently conducting research to determine the tasks performed by employees in three home related occupations. The three occupations are: (1) Homemaker/Home Health Aide, (2) Hotel/Motel Housekeeping Aide, and (3) Nursing Home Housekeeping Aide. We have identified some tasks in each of the three occupations, but need your help in clarifying the tasks performed in your particular occupation.

The questionnaire consists of two parts. The first part concerns information about yourself to help us determine the characteristics of people involved in these three occupations. Please fill in the blanks completely. It is very important that blanks not be left empty.

The second part of the questionnaire is in the form of a check list. This list includes many tasks which might be a part of your job. The list also includes many tasks which may in no way relate to your job. Please read each item very carefully before checking the appropriate column. Think of the three columns on the checklist as representing a measure with the positions 1, 2, 3 equally spaced, then check according to the directions below.

(1) Check column _1_ if the task is one which you would never do in your job.

(2) Check column _2_ if the task is one which you might sometimes do in your job.

(3) Check column _3_ if the task is one which you would almost always do in your job.

At the end of the check list space is provided in which you may list tasks that are a part of your job which we may have omitted in our list. It is very important to the study that each person identify any tasks which he performs that we may have omitted.

On the left hand side of the check sheet you will find parentheses for coding. Please disregard this when you fill out the check list.

TASKS IN THREE HOME RELATED OCCUPATIONS
INFORMATION SHEET
(Employees)

Name ____ Sex________

Address ____

Marital Status _____Single

_____Married

_____Widowed or divorced

Age _____20 years or younger

_____21 to 35 years

_____36 to 50 years

_____51 to 65 years

_____over 65 years

Where employed (Business or Agency which pays your salary)_____

Location of employment ____

Name of occupation ____

Highest grade completed in school _____________________________

Other schooling or training _____________________trade school

_____________________other (list)

Which of the following areas does your work in this occupation involve? Check as many of the areas as apply.

_____Maintenance and care of equipment, home, and/or furnishings

_____Laundry and clothing care

_____Personal care of children

_____Personal care of adults

_____Management of resources such as time, money, etc.

In which area do you spend the majority of your time? _________

____

TASKS IN THREE HOME RELATED OCCUPATIONS
CHECK LIST

Name________________________

Occupation________________

Code	Tasks	1 I never do this task in my occupation	2 I sometimes do this task in my occupation	3 I frequently do this task in my occupation	4 I almost always do this task in my occupation	5 Another staff member does this task
( ) 1.	Air room					
( ) 2.	Clean lavatory, toilet, tub and/or shower					
( ) 3.	Report indications of personal, physical, and mental problems of persons I serve to my supervisor, manager, or caseworker					
( ) 4.	Deliver trays to rooms					
( ) 5.	Remove soiled clothing from rooms					
( ) 6.	Prepare dishes for dishwasher					
( ) 7.	Tell and read stories to children					
( ) 8.	Operate within available family finances					
( ) 9.	Scrape and stack dishes					
( )10.	Prepare market order					
( )11.	Check rooms for missing items					
( )12.	Scrub floors					
( )13.	Store food					
( )14.	Iron with mangle (ironer)					
( )15.	Assist adults with bath					
( )16.	Feed disabled adults					
( )17.	Store dishes					
( )18.	Clean mirrors					
( )19.	Assist in planning for and making clothing purchases					
( )20.	Remove spots from furniture					
( )21.	Sort and count linens sent to laundry					
( )22.	Wash dishes by hand					
( )23.	Remove accumulated trash from rooms					
( )24.	Adapt family meals to conform to diets recommended by doctor					
( )25.	Give first aid					
( )26.	Assist in keeping accurate financial records					
( )27.	Prepare beds for sleeping					
( )28.	Supervise play of children					
( )29.	Identify hazardous conditions					
( )30.	Clean metal bathroom fixtures					
( )31.	Prepare articles and equipment on cart for day's work					
( )32.	Assist with dressing of disabled or ill					
( )33.	Turn mattresses					
( )34.	Check linens returned from laundry					
( )35.	Plan meals					
( )36.	Air bedding, mattresses, and pillows					
( )37.	Assist with feeding children					
( )38.	Iron clothes by hand					

TASKS IN THREE HOME RELATED OCCUPATIONS
CHECK LIST

Code	Tasks	1 I never do this task in my occupation	2 I sometimes do this task in my occupation	3 I frequently do this task in my occupation	4 I almost always do this task in my occupation	5 Another staff member does this task
( )39.	Fold and store laundry					
( )40.	Clean closets					
( )41.	Prepare trays for ill or disabled persons					
( )42.	Supervise rest periods for children					
( )43.	Inspect rooms for damage					
( )44.	Operate dish washer					
( )45.	Pretreat heavily soiled items for laundry					
( )46.	Tell person being served interesting items about the food served					
( )47.	Empty dish washer					
( )48.	Clean oven					
( )49.	Assist children in preparation for bed					
( )50.	Clean shelves					
( )51.	Fumigate rooms					
( )52.	Disinfect beds					
( )53.	Remove buttons and other findings not compatible to washing conditions					
( )54.	Wash tile walls					
( )55.	Report items missing from rooms					
( )56.	Remind person of physician's orders and helps the person carry out these orders					
( )57.	Assist with bathing children					
( )58.	Plan use of leftovers					
( )59.	Adjust heat and ventilation					
( )60.	Prepare washing solution by selecting appropriate detergents, bleaches, and other laundry products					
( )61.	Vacuum rugs and/or carpets					
( )62.	Dust light fixtures and radiators					
( )63.	Take inventories of food supplies					
( )64.	Write letters for the disabled or ill					
( )65.	Clean work tables and sinks					
( )66.	Remove spots from woodwork					
( )67.	Select appropriate water temperature for laundry					
( )68.	Serve food					
( )69.	Make beds					
( )70.	Run errands for the disabled or ill					
( )71.	Wax floors					
( )72.	Remove soiled bed and bath linens					
( )73.	Clean foods					
( )74.	Supervise and instruct children in performing chores					

TASKS IN THREE HOME RELATED OCCUPATIONS
CHECK LIST

Code	Tasks	I never do this task in my occupation 1	I sometimes do this task in my occupation 2	I frequently do this task in my occupation 3	I almost always do this task in my occupation 4	Another staff member does this task 5
( ) 75.	Disinfect and sterilize equipment for the ill person					
( ) 76.	Assist adults with care of dentures					
( ) 77.	Clean refrigerator					
( ) 78.	Provide guests with additional or extra guest supplies					
( ) 79.	Assist in cleaning drawers					
( ) 80.	Vacuum floors					
( ) 81.	Polish silver					
( ) 82.	Clean medicine dispensary					
( ) 83.	Defrost refrigerator					
( ) 84.	Discipline children when necessary					
( ) 85.	Check lights and room equipment for needed replacement or repair					
( ) 86.	Select appropriate amount of agitation for washing the clothes and linens					
( ) 87.	Select recipes					
( ) 88.	Assist in caring for the hair of disabled or ill persons					
( ) 89.	Assist children in preparation for nap time					
( ) 90.	Clean rugs and/or carpets by hand					
( ) 91.	Set table					
( ) 92.	Dust woodwork, furniture, and picture molding					
( ) 93.	Prepare and/or cook various foods					
( ) 94.	Identify time, money, property, space, and ability available to do the job					
( ) 95.	Assist with feeding children					
( ) 96.	Purchase food					
( ) 97.	Wash windows					
( ) 98.	Choose products, techniques, and practices appropriate for the job at hand					
( ) 99.	Check menu for interest and attractiveness					
( )100.	Assist with mending					
( )101.	Clean blender					
( )102.	Choose equipment appropriate for the job at hand					
( )103.	Check rooms for items left by guests					
( )104.	Report accidents					
( )105.	Make room reports					
( )106.	Prepare baby formula					
( )107.	Comfort hurt or upset child					
( )108.	Replace supplies in bedroom and bathroom					
( )109.	Prepare between meal nourishments					

TASKS IN THREE HOME RELATED OCCUPATIONS
CHECK LIST

Code	Tasks	I never do this task in my occupation 1	I sometimes do this task in my occupation 2	I frequently do this task in my occupation 3	I almost always do this task in my occupation 4	Another staff member does this task 5
( )110.	Recognize possible indications of personal, physical, or mental problems of persons whom I serve					
( )111.	Prepare person for meal on time					
( )112.	Provide companionship and compassion for adults					
( )113.	Remove soiled dishes from the room					
( )114.	Treat minor injuries such as scratches for children					
( )115.	Remove stains from items to be laundered					
( )116.	Assist in correcting hazardous conditions					
( )117.	Hang clothes on line for drying					
( )118.	Clean range					
( )119.	Remove spots from rugs					
( )120.	Relieve persons of the physical responsibility of their tasks as needed					
( )121.	Dry clothes by machine					
( )122.	Check meal plans against meal pattern guides					
( )123.	Vacuum draperies					
( )124.	Assist in planning for and making purchases of household goods					
( )125.	Guide and direct appropriate family members in assuming various tasks					

Are there any tasks which you perform in your job which we have not listed? If so, please list in the space provided below.

Questionnaire for Final Survey

TASKS IN THREE HOME RELATED OCCUPATIONS
INSTRUCTION SHEET
(Employees)

The Home Economics Education Department at Iowa State University is presently conducting research to determine the tasks performed by employees in three home related occupations. The three occupations are: (1) Homemaker/Home Health Aide, (2) Hotel/Motel Housekeeping Aide, and (3) Nursing Home Housekeeping Aide. We have identified some tasks in each of the three occupations, but need your help in clarifying the tasks performed in your particular occupation.

The questionnaire consists of two parts. The first part concerns information about yourself to help us determine the characteristics of people involved in these three occupations. Please fill in the blanks completely. It is very important that blanks not be left empty.

The second part of the questionnaire is in the form of a check list. This list includes many tasks which might be a part of your job. The list also includes many tasks which may in no way relate to your job. Please read each item very carefully before checking the appropriate column. Think of the three columns on the checklist as representing a measure with the positions 1, 2, 3 equally spaced, then check according to the directions below.

(1) Check column _1_ if the task is one which you would never do in your job.

(2) Check column _2_ if the task is one which you might sometimes do in your job.

(3) Check column _3_ if the task is one which you would almost always do in your job.

At the end of the checklist space is provided in which you may list tasks that are a part of your job which we may have omitted in our list. It is very important to the study that each person identify any tasks which he performs that we may have omitted.

On the left hand side of the check sheet you will find parentheses for coding. Please disregard this when you fill out the check list.

TASKS IN THREE HOME RELATED OCCUPATIONS
INFORMATION SHEET

Name ______________________________ Sex __________

Address ______________________________

Marital Status _____Single

_____Married

_____Widowed or divorced

Age _____20 years or younger

_____21 to 35 years

_____36 to 50 years

_____51 to 65 years

_____over 65 years

Where employed (Business or Agency which pays your salary) ______________

Location of employment ______________________________

Name of occupation ______________________________

Length of employment in this occupation ______________________________

Highest grade completed in school ______________________________

Additional schooling or training

_____Trade School

_____Other (list) ______________________________

Specialized training for this occupation

_____Short course provided by agency or manager

_____Observation of another employee in the same occupation

_____Instruction in tasks and duties by manager, director, or other person in charge of employees

_____Other (describe) ______________________________

Length of training ______________________________

Hours per week worked at this job ______________________________

TASKS IN THREE HOME RELATED OCCUPATIONS
CHECK LIST

Code		Tasks	I never do this task	I sometimes do this task	I always do this task	
			1	2	3	
( )	1.	Air room				
( )	2.	Clean bathroom fixtures				
( )	3.	Recognize and report indications of personal, physical, and mental problems of persons I serve to my supervisor, manager, or caseworker				
( )	4.	Deliver trays to rooms				
( )	5.	Remove from the room personal clothing of guests or disabled persons				
( )	6.	Prepare dishes for automatic dishwasher				
( )	7.	Tell or read stories to children				
( )	8.	Operate within available family finances				
( )	9.	Scrape and stack dishes				
( )	10.	Prepare market order				
( )	11.	Check rooms for missing items				
( )	12.	Scrub floors other than bathroom floors				
( )	13.	Store food				
( )	14.	Assist adults with bath				
( )	15.	Feed disabled adults				
( )	16.	Store dishes				
( )	17.	Clean mirrors				
( )	18.	Remove spots from furniture				
( )	19.	Sort and count linens sent to laundry				
( )	20.	Wash dishes by hand				
( )	21.	Remove accumulated trash from rooms				
( )	22.	Adapt family meals to conform to diets recommended by doctor				
( )	23.	Give first aid				
( )	24.	Turn the bed back for guests or disabled persons				
( )	25.	Supervise play of children				
( )	26.	Identify hazardous conditions				
( )	27.	Prepare articles and equipment on cart				
( )	28.	Assist with dressing of disabled or ill				
( )	29.	Turn mattresses				
( )	30.	Check linens returned from laundry				
( )	31.	Plan meals				
( )	32.	Air bedding, mattresses, and pillows				
( )	33.	Iron clothes by hand				
( )	34.	Fold and sort laundry				
( )	35.	Clean closets				
( )	36.	Prepare trays for ill or disabled persons				
( )	37.	Supervise rest periods for children				
( )	38.	Inspect rooms for damage				
( )	39.	Operate and empty dish washer				
( )	40.	Pretreat heavily soiled items for laundry				

			I never do this task 1	I sometimes do this task 2	I always do this task 3	
( )	41.	Tell person being served interesting items about the food served				
( )	42.	Clean range and/or oven				
( )	43.	Assist children in preparation for bed				
( )	44.	Clean shelves				
( )	45.	Disinfect beds				
( )	46.	Wash tile walls				
( )	47.	Report items missing from rooms				
( )	48.	Remind person of physicians orders and help the person carry out these orders				
( )	49.	Assist with bathing children				
( )	50.	Plan use of leftovers				
( )	51.	Adjust heat and ventilation				
( )	52.	Prepare washing solution by selecting appropriate detergents, bleaches, and other laundry products				
( )	53.	Vacuum floors, rugs and/or carpets				
( )	54.	Take inventories of food supplies				
( )	55.	Write letters for the disabled or ill				
( )	56.	Clean work tables and sinks in the kitchen				
( )	57.	Remove spots from woodwork				
( )	58.	Select appropriate water temperature for laundry				
( )	59.	Serve meals				
( )	60.	Make beds				
( )	61.	Run errands for the disabled or ill				
( )	62.	Wax or apply finish to floors				
( )	63.	Remove soiled bed and bath linens				
( )	64.	Supervise and instruct children in performing chores				
( )	65.	Disinfect and sterilize equipment for the ill person				
( )	66.	Assist adults with care of dentures				
( )	67.	Clean and/or defrost refrigerator				
( )	68.	Provide guests with additional or extra guest supplies				
( )	69.	Assist ill or disabled person clean drawers				
( )	70.	Discipline children when necessary				
( )	71.	Check lights and room equipment for needed replacement or repair				
( )	72.	Select recipes				
( )	73.	Assist in caring for the hair of disabled or ill persons				
( )	74.	Assist children in preparation for nap time				
( )	75.	Clean rugs and/or carpets by hand				
( )	76.	Set table				
( )	77.	Dust woodwork, furniture, picture moldings, light fixtures, and radiators				
( )	78.	Clean, prepare and/or cook various foods				
( )	79.	Identify time, money, property, space, and ability available to do the job				
( )	80.	Assist with feeding children				

			I never do this task 1	I sometimes do this task 2	I always do this task 3	
( )	81.	Purchase food				
( )	82.	Wash windows				
( )	83.	Choose products, techniques, practices and equipment appropriate for the job at hand				
( )	84.	Check menu for interest and attractiveness				
( )	85.	Assist with mending				
( )	86.	Check rooms for items left by guests				
( )	87.	Report accidents to proper persons				
( )	88.	Make room reports				
( )	89.	Prepare baby formula				
( )	90.	Comfort hurt or upset child				
( )	91.	Replace supplies in bedroom and bathroom				
( )	92.	Prepare between meal nourishments				
( )	93.	Prepare person for meal on time				
( )	94.	Provide companionship and compassion for adults				
( )	95.	Remove soiled dishes from the room				
( )	96.	Treat minor injuries such as scratches for children				
( )	97.	Remove stains from items to be laundered				
( )	98.	Assist in correcting hazardous conditions				
( )	99.	Hang clothes on line for drying				
( )	100.	Remove spots from rugs				
( )	101.	Relieve persons of the physical responsibility of their tasks as needed				
( )	102.	Dry clothes by machine				
( )	103.	Vacuum draperies				
( )	104.	Guide and direct appropriate family members in assuming various tasks				
( )	105.	Scrub bathroom floors				
( )	106.	Wash water glasses				
( )	107.	Do light laundry				
( )	108.	Adapt family meals to meet basic daily nutritional requirements				

Are there any tasks which you perform in your job which we have not listed? If so, please list in the space provided below.

January 19, 1967

Dear ____________________:

The Home Economics Education Department of Iowa State University is conducting research concerning identification of tasks performed by employees in three home related occupations. The purpose of the research is to identify tasks which are common to and tasks which are unique to three home related occupations: (1)homemaker/home health aide, (2) hotel/motel housekeeping aide, and (3)nursing home housekeeping aide.

The descriptions of the three occupations for the study are as follows:

> Homemaker/home health aide or visiting homemaker: A mature person who assists the mother, wife, or head of the household in performing the duties of the home in order to keep family life as normal as possible when the family is overburdened by illness or the stress of a family emergency.
>
> Hotel/Motel housekeeping aide: Persons who perform the various duties required for cleaning and making up guest rooms and other areas in hotels and motels; usually working under the supervision of the housekeeper, the assistant housekeeper, or the manager.
>
> Nursing home housekeeping aide: Workers who work under professionally trained persons in performing the duties of cleaning rooms, and/or serving meals, and providing personal hygiene care for the residents of a nursing home.

In order to conduct the research we need a listing of all the people in the state who are employed in the occupations meeting these descriptions. We would appreciate your cooperation in this project by listing the names and address of your employees which meet the description of the occupation which your agency or business utilizes. We are enclosing a stamped, self-addressed envelope for you to use in returning your list.

We sincerely hope that you will assist in this study which will provide needed information for the development of

Letter 1. Letter to directors of homemaker services vocational training in the state of Iowa. If you have any questions, please feel free to write or call collect, Dr. Irene Beavers, Ames, Area Code 515, 294-3991, who is in charge of this research project.

Sincerely yours,

Irene Beavers
Associate Professor
Home Economics Education

Letter 1. (Continued)

April 14, 1967

Dear_____________________:

The Home Economics Education Department of Iowa State University is conducting research concerning identification of tasks performed by employees in three home related occupations. The purpose of the research is to identify tasks which are common and unique to three home related occupations.

The descriptions of the three occupations for the study are as follows:

Homemaker/home health aide or visiting homemaker: A mature person who assists the mother, wife, or head of the household in performing the duties of the home in order to keep family life as normal as possible when the family is overburdened by illness or the stress of a family emergency.

Hotel/motel housekeeping aide: Persons who perform the various duties required for cleaning and making up guest rooms and other areas in hotels or motels; usually working under the supervision of the housekeeper, the assistant housekeeper, or the manager.

Nursing home housekeeping aide: Workers who work under professionally trained persons in performing the duties of cleaning rooms, and/or serving meals, and providing personal hygiene care for the residents of a nursing home.

Margaret Yoder has written you in regard to your assistance with this project. We would appreciate very much your assistance in helping Frances Shipley, graduate assistant on this project, obtain a schedule for the day she will be administering the questionnaire in Scott County. For the sample in Scott County we need five homemaker/home health aides, five hotel/motel housekeeping aides and five nursing home housekeeping aides. We would like to suggest you contact the following places for a time convenient to them when she can administer the questionnaire. It is important that she talk with the individual homemaker/home health aides, and housekeeping aides. We are suggesting a schedule but this can be changed.

Miss shipley would like to come to Davenport April 25. Would you be willing to contact Mrs. Lilah Bell, Director of the Scott County Homemaker Service and have her contact these five homemaker/home health aides which have been drawn for our sample.

Letter 2. Sample letter to extension home economist

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Two alternates which could be used if for some reason any of the above five cannot participate are ______________________ and ______________________.

Miss Shipley would like to meet with these homemakers at the Homemaker Service Office at 8:30 on the morning of April 25. If for any reason the above people can participate in the study, but cannot be at the office at that time, she will leave the questionnaire with Mrs. Bell to administer to the homemakers.

At 10 a.m. Miss Shipley would like to visit the Clayton House Motel, P. O. Box 876, Third and LeClaire Streets. Would you make arrangements with the Manager for her to interview five housekeeping aides. If five housekeeping aides are not available at this motel, would you contact Mrs. Lorene Eaton at the St. James and make arrangements for Miss Shipley to interview the number of housekeeping aides necessary to complete the total sample of five aides at 11:30 a.m. At 1 p.m. Miss Shipley would like to interview five nursing home housekeeping aides at the Kirkwood Convalescent Home, 118 Kirkwood Boulevard. Will you please make arrangements for these interviews with Mrs. Mildred Curfman, Manager of the home. If there are not five housekeeping aides available in this home will you please contact Myrtie Fobian of the Sejervary Home, 731 East Denison to secure interviews with enough additional housekeeping aides to total five. She would like to see these people at 2:30 p.m.

If changes need to be made she can adjust her schedule accordingly.

We sincerely appreciate your assistance in this study. If you have any questions or need to make changes please feel free to call me collect at Ames, Area Code 515-294-3991.

Sincerely yours,

Irene Beavers
Associate Professor
IB:ckc

Letter 2. (Continued)

March 17, 1967

Dear Manager:

The Home Economics Education Department of Iowa State University is conducting research concerning identification of tasks performed by employees in three home related occupations. The purpose of the research is to identify tasks which are common and unique to three home related occupations: (1) homemaker/home health aide, (2) hotel/motel housekeeping aide, and (3) nursing home housekeeping aide.

The three occupations are described as follows:

Homemaker/home health aide or visiting homemaker: A mature person who assists the mother, wife, or head of household in performing the duties of the home in order to keep family life as normal as possible when the family is overburdened by illness or the stress of a family emergency.

Hotel/motel Housekeeping aide: Persons who perform the various duties required for cleaning and making up guest rooms and other areas in hotels and motels; usually working under the supervision of the housekeeper, the assistant housekeeper, or the manager.

Nursing home housekeeping aide: Workers who work under professionally trained persons in performing the duties of cleaning rooms, and/or serving meals, and providing personal hygiene care for the residents of a nursing home.

Data collected will be used as the basis for a second study which will attempt to identify competencies and knowledges needed in order to perform the tasks identified in this study. Data from both studies will provide information for developing curriculum for training programs in home related occupations in the high school vocational work experience programs, area vocational schools, and programs of adult education.

In order to determine tasks done by these employees we plan to administer a checklist of tasks to a randomly selected sample of employers in these occupations. Your establishment has been chosen for our sample. We hope that you will be willing to have your employees participate. The Extension Home

Letter 3. Sample letter to employers

Economist will be contacting you in regard to this study within the next few days. She will make arrangements for the date and time which Miss Frances Shipley, graduate assistant, will visit you.

We sincerely hope that you will assist in the study. If you have any questions, please feel free to write me or call collect, Area Code 515-294-3991.

Sincerely yours,

Irene Beavers
Associate Professor

IB:ckc

Letter 3. (Continued)

March 31, 1967

Dear ______________________:

I sincerely wish to thank you for the assistance you provided us in securing a schedule for our visits to Des Moines for the study of tasks in the home related occupations. Without your help our study could not have been completed without a great deal of difficulty.

Thank you again.

Sincerely,

Irene Beavers
Associate Professor

Letter 4. Thank you letter to extension home economist

March 30, 1967

Dear _______________________:

We wish to express our appreciation to you for the time required of your employees to fill out the questionnaire and checklist for our study. Without your support the study to identify tasks of homemaker/home health aides, nursing home housekeeping aides, and hotel/motel housekeeping aides could not have been carried out.

Thank you again for your help.

Sincerely,

Irene Beavers
Associate Professor
Home Economics Education

Letter 5. Thank you card to employers

Agencies and Businesses which Participated in the Study

Homemaker Service Agencies:

1. Des Moines-Polk County Home Care-Homemaker Service
2. Dubuque County Homemaker Service
3. Earlham Care Program
4. Scott County Homemaker Service
5. Sioux City Homemaker Service
6. Warren County Homemaker Service

Hotels and Motels:

1. Canfield Hotel, Dubuque
2. Clayton House Motel, Davenport
3. Holiday Inn, Sioux City
4. Holst Hotel, Boone
5. Howard Johnson's Motor Inn, Des Moines
6. Lincoln Lodge, Ames
7. Lindy's Motel, Winterset
8. New Englander Motel, Ames

Nursing Homes:

1. American Nursing Home, Davenport
2. Billy Sunday Retirement Home, Sioux City
3. Davenport Nursing Home, Davenport
4. Dubuque County Nursing Home, Dubuque
5. Eastern Star Masonic Home, Boone
6. Elaine Nursing Home, Sioux City
7. Horton Nursing Home, Winterset
8. Hutchison Nursing Home, Des Moines
9. Iowa Jewish Home for Aged, Des Moines
10. Jefferson Annex Nursing Home, Indianola
11. Karen Acres Nursing Home, Des Moines
12. Madison Nursing Home, Winterset
13. Oak Park Manor, Nevada
14. Salem Manor Nursing Home, Indianola
15. Warford Restorium, West Des Moines

Coding Plan for Analysis

Card 1

Column number	Meaning of code
1	Name of occupation: Code 1 - Homemaker/home health aide 2 - Hotel/motel housekeeping aide 3 - Nursing home housekeeping aide
2,3,4	(Reserved for use by statistical lab)
5,6	Card number
7-10	Identification number
11	Sex: Code 0 - No response 1 - Female 2 - Male
12	Marital status: Code 0 - No response 1 - Single 2 - Married 3 - Widowed or divorced
13	Age: Code 0 - No response 1 - 20 years or younger 2 - 21 to 35 years 3 - 36 to 50 years 4 - 51 to 65 years 5 - over 65 years
14	Length of employment: Code 0 - No response 1 - Less than one year 2 - 1 year 3 - 2 years 4 - 3 years 5 - 4 years 6 - 5 years 7 - 6 to 10 years 8 - 11 to 15 years 9 - over 15 years
15	Highest grade completed: Code 0 - No response 1 - Fifth and below 2 - Sixth thru seventh 3 - Eighth grade 4 - Some high school 5 - High school graduate 6 - Some college 7 - College graduate

Card 1 - Continued

Column number	Meaning of code
16	Additional schooling or training: Code 0 - No response 1 - Trade school 2 - Other
17	Specialized training or instruction for this occupation: Code 0 - No response 1 - Short course provided by agency or manager 2 - Observation of another employee 3 - Instruction in tasks and duties by manager, director, or other person in charge of employees 4 - Other
18	Length of training: Code 0 - No response 1 - None 2 - Two days or less 3 - Three days 4 - Four to five days 5 - Six to ten days 6 - Over ten days
19	Hours per week worked: Code 0 - No response 1 - Eight hours or less 2 - Nine to 20 hours 3 - 21 to 30 hours 4 - 31 to 40 hours 5 - above 40 hours
20 thru 80	Checklist items 1 thru 61: Code 1 - I never do this task 2 - I sometimes do this task 3 - I always do this task

Card 2

1 - 10	Same as Card 1
11 thru 57	Checklist items 62 thru 108: Code 1 - I never do this task 2 - I sometimes do this task 3 - I always do this task

Table 15. Mean scores[a] by occupation for each task

Tasks	Occupations[b] 1	2	3
1. Air room	2.21	2.69	2.41
2. Clean bathroom fixtures	2.31	2.77	3.00
3. Recognize and report indications of personal, physical, and mental problems of persons I serve to my supervisor, manager, or caseworker	2.55	1.58	1.91
4. Deliver trays to rooms	1.76	1.08	1.69
5. Remove from the room personal clothing of guests or disabled persons	1.69	1.92	1.69
6. Prepare dishes for automatic dishwasher	1.55	1.00	1.44
7. Tell or read stories to children	1.55	1.00	1.03
8. Operate within available family finances	2.62	1.19	1.19
9. Scrape and stack dishes	2.55	1.08	1.75
10. Prepare market order	2.17	1.00	1.03
11. Check rooms for missing items	1.38	2.62	1.72
12. Scrub floors other than bathroom floors	2.38	1.88	2.50
13. Store food	2.28	1.00	1.13
14. Assist adults with bath	1.62	1.00	1.38
15. Feed disabled adults	1.76	1.00	1.59
16. Store dishes	2.31	1.04	1.38
17. Clean mirrors	2.28	2.85	2.94
18. Remove spots from furniture	1.66	2.23	2.78
19. Sort and count linens sent to laundry	1.55	1.92	1.47
20. Wash dishes by hand	2.55	1.35	1.31
21. Remove accumulated trash from rooms	2.34	2.81	2.75
22. Adapt family meals to conform to diets recommended by doctor	2.21	1.04	1.06
23. Give first aid	1.52	1.04	1.38
24. Turn the bed back for guests or disabled persons	2.24	1.12	1.56
25. Supervise play of children	1.69	1.00	1.13
26. Identify hazardous conditions	2.41	2.31	2.19
27. Prepare articles and equipment on cart	1.28	2.42	1.84
28. Assist with dressing of disabled or ill	2.07	1.00	1.53
29. Turn mattresses	1.62	1.96	1.81
30. Check linens returned from laundry	1.69	1.81	1.63
31. Plan meals	2.21	1.00	1.16

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[a] Indicated as follows: (1) I never do this task, (2) I sometimes do this task, (3) I always do this task.

[b] Indicated as follows: (1) homemaker/home health aide, (2) hotel/motel housekeeping aide, (3) nursing home housekeeping aide.

Table 15. (Continued)

Tasks	Occupations		
	1	2	3
32. Air bedding, mattresses, and pillows	1.72	1.73	1.66
33. Iron clothes by hand	2.41	1.12	1.22
34. Fold and sort laundry	2.10	1.88	1.78
35. Clean closets	1.72	2.12	2.16
36. Prepare trays for ill or disabled persons	1.93	1.00	1.41
37. Supervise rest periods for children	1.62	1.00	1.09
38. Inspect rooms for damage	1.28	2.50	1.88
39. Operate and empty dish washer	1.41	1.04	1.22
40. Pretreat heavily soiled items for laundry	1.66	1.27	1.50
41. Tell person being served interesting items about the food served	1.83	1.00	1.31
42. Clean range and/or oven	2.34	1.00	1.13
43. Assist children in preparation for bed	1.59	1.00	1.06
44. Clean shelves	2.10	2.08	2.06
45. Disinfect beds	1.28	1.35	1.94
46. Wash tile walls	1.66	2.54	2.41
47. Report items missing from rooms	1.24	2.65	2.16
48. Remind person of physicians orders and help the person carry out these orders	2.41	1.08	1.44
49. Assist with bathing children	1.62	1.08	1.13
50. Plan use of leftovers	2.41	1.08	1.09
51. Adjust heat and ventilation	2.10	2.54	1.78
52. Prepare washing solution by selecting appropriate detergents, bleaches, and other laundry products	2.00	1.38	1.22
53. Vacuum floors, rugs and/or carpets	2.55	2.96	2.00
54. Take inventories of food supplies	2.21	1.00	1.03
55. Write letters for the disabled or ill	1.76	1.00	1.44
56. Clean work tables and sinks in the kitchen	2.59	1.35	1.25
57. Remove spots from woodwork	1.93	2.58	2.38
58. Select appropriate water temperature for laundry	1.90	1.12	1.25
59. Serve meals	2.45	1.00	1.41
60. Make beds	2.52	2.85	1.75
61. Run errands for the disabled or ill	2.24	1.04	1.66
62. Wax or apply finish to floors	1.58	1.38	1.78
63. Remove soiled bed and bath linens	2.41	2.85	1.78
64. Supervise and instruct children in performing chores	1.62	1.00	1.13
65. Disinfect and sterilize equipment for the ill person	1.62	1.00	1.53
66. Assist adults with care of dentures	1.59	1.00	1.31
67. Clean and/or defrost refrigerator	2.10	1.04	1.28

Table 15. (Continued)

Tasks	Occupations		
	1	2	3
68. Provide guests with additional or extra guest supplies	1.31	2.27	1.21
69. Assist ill or disabled person clean drawers	1.79	1.00	1.78
70. Discipline children when necessary	1.72	1.00	1.09
71. Check lights and room equipment for needed replacement or repair	1.76	2.77	2.13
72. Select recipes	1.97	1.00	1.00
73. Assist in caring for the hair of disabled or ill persons	2.00	1.00	1.31
74. Assist children in preparation for nap time	1.59	1.00	1.13
75. Clean rugs and/or carpets by hand	1.55	1.50	1.25
76. Set table	2.31	1.00	1.28
77. Dust woodwork, furniture, picture moldings, light fixtures, and radiators	2.72	2.81	2.81
78. Clean, prepare and/or cook various foods	2.52	1.00	1.06
79. Identify time, money, property, space, and ability available to do the job	2.21	1.54	1.59
80. Assist with feeding children	1.76	1.08	1.15
81. Purchase food	1.76	1.00	1.00
82. Wash windows	1.86	2.23	2.38
83. Choose products, techniques, practices and equipment appropriate for the job at hand	1.93	1.77	1.47
84. Check menu for interest and attractiveness	2.13	1.00	1.06
85. Assist with mending	2.00	1.23	1.19
86. Check rooms for items left by guests	1.21	2.81	1.44
87. Report accidents to proper persons	2.34	2.19	2.22
88. Make room reports	1.17	2.50	1.72
89. Prepare baby formula	1.37	1.00	1.06
90. Comfort hurt or upset child	1.69	1.11	1.22
91. Replace supplies in bedroom and bathroom	2.00	2.88	2.66
92. Prepare between meal nourishments	2.07	1.00	1.22
93. Prepare person for meal on time	2.10	1.00	1.44
94. Provide companionship and compassion for adults	2.55	1.00	1.94
95. Remove soiled dishes from the room	2.48	2.19	2.22
96. Treat minor injuries such as scratches for children	1.76	1.00	1.19
97. Remove stains from items to be laundered	1.93	1.27	1.53
98. Assist in correcting hazardous conditions	2.07	1.77	1.84

Table 15. (Continued)

Tasks	Occupations 1	2	3
99. Hang clothes on line for drying	2.10	1.12	1.06
100. Remove spots from rugs	1.55	1.88	1.28
101. Relieve persons of the physical responsibility of their tasks as needed	2.65	1.31	1.59
102. Dry clothes by machine	1.93	1.38	1.50
103. Vacuum draperies	1.45	1.23	1.50
104. Guide and direct appropriate family members in assuming various tasks	1.72	1.04	1.22
105. Scrub bathroom floors	2.38	2.77	2.75
106. Wash water glasses	2.48	2.42	1.38
107. Do light laundry	2.24	1.27	1.38
108. Adapt family meals to meet basic daily nutritional requirements	2.41	1.00	1.13